



DATA REPORTING DEFINITIONS (In alphabetical order)

Approved Program — An active, approved program **must** meet the 7 criteria below:

1. A coherent sequence of instruction. (The recommended program sequence of courses in each CTE program can be found in the Coherent Sequence and Certification section of this handbook).
2. Includes all the state-designated program competencies.
3. Specified program on the current CTE Program List.
4. Taught by an appropriately certified teacher per CTE certification requirements.
5. Evaluates program performance annually and meets or exceeds established state performance measures.
6. Includes student work-based participation that involves actual work experience and connects classroom learning to work activities.
7. Requires student participation and career exploration for grades 7-9. (Previously referred to as Level I).

An approved program includes student work-based participation that connects classroom learning to actual work experience. Work-based learning is an integral component of a sequence of instruction in a career and technical education program. One method of work-based learning is cooperative education.

Articulated Student — A student who attends another school in another district, or a community college or skill center. Monies from the Career and Technical Education State Block Grant Funding for articulated students are generated to the home district for approved programs. (See Shared District Instruction (SDI) - Students that articulate from one school to another **in the same district.**)

Career and Technical Education (CTE) — CTE provides students with technical skills, knowledge and training necessary to succeed in specific careers and occupations. It also prepares the students for the world of work by introducing them to workplace competencies that are essential no matter what career they choose. Contextual learning makes academic content relevant to the real world.

Career and Technical Education Program — A coherent sequence of instruction designed to deliver all state-designated program competencies for any program on the CTE Program List. A program is directly related to preparing individuals for employment in an occupation. Approved and provisionally approved programs qualify to apply for state and federal funding.

Carnegie Unit — One unit of transcribed credit awarded in grades 7-12 for a minimum of 120 clock hours of instruction during the regular school year, or 120 clock hours of instruction during summer school.

CIP —(Classification of Instructional Programs). The U.S. Department of Education's standard educational program classification system. It includes a uniform numbering system and description of educational programs.

Competency — An educational “construct/concept” or abstraction derived from workplace task, knowledge, skill or ability requirements. State-designated Level I, II and III competencies are those published in CTE curriculum frameworks. The Career Preparation Level III program competencies for each CTE program are used to document and calculate student proficiency for Performance Measure 1.3 (Vocational Attainment).

Competency Attainment — Successful, demonstrated and documented achievement of a competency. Acceptable documentation includes the student's name, each state-designated program competency mastered, date of mastery, method of assessment **and written criteria for judging successful mastery**. Acceptable documentation can include multiple information sources or be a single record per student. Documentation is required for Career Preparation Level III competencies until a state-adopted technical proficiency assessment is in place.

Completer — A concentrator who passes the state-adopted proficiency assessment **Or** in the absence of a state proficiency assessment, a concentrator who passes at least 80% of the total program competencies and is documented as attaining at least 80% of the Career Preparation Level III program competencies in an approved CTE program. Such a student may also be referred to as a **Program Completer**. The percentage of competencies attained is always calculated as:

Student's documented number of Career Preparation Level III program competencies attained
Total number of Career Preparation Level III program competencies

Concentrator — A student who achieves two transcribed Carnegie units/credits in a single CTE program. One unit/transcribed credit must be in a Career Preparation Level III course. Such a student may also be called a **Program Concentrator**. Examples include earning:

- 1 credit in Level I and 1 credit in Career Preparation Level III; or
- 1 credit in Level II and 1 credit in Career Preparation Level III; or
- 2 credits in Career Preparation Level III

Note: Although a student can achieve concentrator status in any grade 9-12, **concentrators are only included on the Concentrator Report when they leave secondary education in the reporting year.**

County Type District School (CTDS) — County/Type/District/School code. The school number must be accurate to ensure data is correctly credited to your school. Contact the CTE Management Information Services Unit, 602-542-5486 or 602-542-5711, for school CTDS information.

Course Code — The 8 digit CIP number associated with CTE courses. The numbers may be found in the CIP Codes and Titles list. The 8th digit may be used by the district to designate course sequencing, using 0-9 as the 8th digit.

Course Title — The title for courses (8 digit number). The titles may be found in the CIP Codes and Titles list.

District's Planned Sequence of Courses — The comprehensive coherent sequence of instruction designed to deliver the Levels I, II and III state-designated program competencies for a CTE program. Local sequences are outlined in the district's local application for Carl Perkins Basic Grant funds. The Carnegie units/credits earned in these courses determine the students who achieve concentrator status.

Duplicated Count — One student may be enrolled and counted for data collection purposes in more than one course. Duplicated student count is used when completing Course Enrollment 40th and 100th Day Reports.

Essential Elements — On March 28, 2005, the State Board of Education approved on recommendation from the CTE State Advisory Committee that a CTE Program must have these essential elements:

- Specified on the current CTE Program List
- Evaluates program performance annually and meets or exceeds established state performance measures
- Taught by an appropriately certified teacher per CTE certification requirements.
- Offers student work-based participation that involves actual work experience connects classroom learning to work activities
- Connects classroom learning to work activities
- Delivers a coherent sequence of instruction
- Teaches all the state-designated program competencies
- Requires student participation and career exploration for grades 7-9

Individualized Career and Technical Education Plan (IVEP) — Required for each Career and Technical student who is a member of a special population category and who is receiving special services in order to succeed in their CTE program. In the event a student is eligible in more than one category, select the one that most appropriately defines the need for services. An acceptable IVEP is a written plan that specifies the following:

- Eligible category in which services are provided to this student
- Student's goals, strengths and weaknesses
- Services required to reach those goals
- Person or agency assigned provide the service
- Student's performance level after receiving the services

Some examples of services, modifications or accommodations include: smaller classes, modification to classroom or equipment, tutoring services, alternative assessment instruments or strategies and/or additional time for completion of tests and assignments.

Leave (Left) Secondary Education – Report as concentrators only those students who leave with a code of W3, W4, W5, or W7. The “leavers” measure the total number of program concentrators who in the reporting year are documented in school records as leaving school for one of the following reasons:

- Graduation (Withdrawal Code W7);
- Drop Out (Withdrawal Code W5);
- Expelled or long-term suspension (Withdrawal Code W3); or
- Absence or student status/location unknown (Withdrawal Code W4).

Level III Career and Technical Education Course — A course within a district's planned CTE sequence that delivers Career Preparation Level III program competencies. Program (CIP) codes below 90.0000 are considered Level III. Program (CIP) codes 90.0000 and above are not considered Level III.

Minutes Per Week — Funding is based on a minimum of 225 minutes per week per course.

Notification of Intent (NOI) — The CTE Unit has developed a **Notification of Intent** form used to notify the CTE Unit when you intend to implement a new CTE program. This form allows CTE to provide technical assistance in implementing a quality program, assign a Birth Date and add the new program to the school's Program Profile Table. The form and instructions for submitting the form by April 1 each year can be found at this website: <http://www.ade.az.gov/cte/WhatsNew/>

In the event a district that is already offering approved CTE programs needs to submit an NOI after April 1, it is possible to submit a **Second Stage NOI** form by September 15. A Second Stage NOI form must be accompanied by:

- Rationale for the new program
- Rationale for late submission
- Copy of Level III teacher certification or plan for submitting application
- Accurate enrollment information for the current school year
- Level II and Level III course syllabus for the program
- List of Advisory Committee membership

Performance Measures — Set of measures developed and approved by the state Board for Career and Technical Education to measure student outcomes. The process will include a Local Evaluation for the purposes of Program Improvement.

Placement – Graduated completers/concentrators are surveyed 9 months following graduation in order to determine the data for state placement funding and Performance Measure 3.1. For the purposes of this Placement Performance Measure 3.1, a completer is considered "Placed" if that student is in postsecondary education or advanced training, employment, or military service in the reporting year. The placement, for purposes of this Measure, need not be related to the student's high school CTE program. Concentrators who do not complete the program are not included in the Placement Performance Measure.

Placement Funding — Funding to districts generated by CTE students who have graduated. Their status will be verified by an appropriate survey response to ADE. Any of following count for placement:

- Employment in a program related position
- Enrollment in related post secondary education or advanced training
- Serving in active military duty in a related program

Program — Coherent sequence of instruction, which delivers a set of prescribed State competencies attributed to a specified instructional program.

Program CIP (Classification of Instructional Programs) Code — Six-digit code, which identifies the CTE program. Program CIP codes are used on the Comprehensive Program Enrollment Reports, Concentrator Reports and Placement Reports.

Program Profile Table - The Program Profile Table is an important tool that identifies Active programs at each high school currently participating in CTE accountability reporting. Active programs are those expected to participate by reporting enrollment, concentrators and placements. Active programs have a birth date assigned and will always be included in any Performance Measures reports. Refer to page 11 for a more complete description.

Birth Date	Explanation
1/1/95	The Default Birth Date for a program that reported performance measures in 1999 and enrollment in 2000/2001
7/1/00	Birth Date for a program that reported enrollment for the first time in 2000/2001, before current Notification of Intent (NOI) process existed
4/1	Birth Date for a program that submitted a Notification of Intent (NOI) in April to begin reporting the following year. The year submitted will always be included in the Birth Date as 00, 01, 02, 03 etc.

The Program Profile Table also identifies Non Active programs with Sunset Dates that formerly participated in CTE accountability reporting, showing a historical record of school CTE programs.

Sunset Date	Explanation
4/1	District reported the program as replaced on a Notification of Intent (NOI) form filed on the date listed. The year submitted will always be included in the Sunset Date as 00, 01, 02, 03 etc.
4/16	District reported the program sunset on the Basic Grant state-directed objectives. The year submitted will always be included in the Sunset Date as 00, 01, 02, 03 etc.
6/30 or 7/1	<i>Any</i> Non April dates refer to ADE sunset decisions. The year submitted will always be included in the Sunset Date as 00, 01, 02, 03 etc.

The Program Profile Table is available at
<http://www.ade.az.gov/PerfMeasures/splash.asp>.

Select the Program Profile option under the Administrative section.

Program Title — Title of the CTE Program listed as provided in the Handbook.

Racial and Ethnic Codes — Required information that identifies racial or ethnic groups for reporting purposes. Such information is required on Enrollment, Concentrator and Placement reporting. There are five codes:

- **White non-Hispanic:** A person having origins in any of the original peoples of Europe, North Africa or the Middle East. Excludes persons of Hispanic origin.
- **Black non-Hispanic:** A person having origins in any of the black racial groups in Africa. Excludes persons of Hispanic origin.
- **Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **American Indian or Alaskan Native:** A person having origins in any of the original people of North America and maintaining culture identification through tribal affiliation or community recognition.
- **Asian or Pacific Islander:** A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

Related Placement – A related placement is one that directly uses or builds on the Career Preparation competencies acquired in the graduated completer/concentrator student's high school CTE program. The placement may be in postsecondary education or training, employment, or military service. A related placement for any concentrator earns funds paid from the CTE state block grant.

Shared District Instruction (SDI) — Students that articulate from one school to another **in the same district.** (see **Articulated Student** — A student who attends another school in **another district, or a community college or skill center.** Monies from the Career and Technical Education State Block Grant Funding for articulated students are generated to the home district for approved programs).

Signature of Superintendent or Authorized Official — All completed enrollment forms submitted to ADE must be signed and dated by the appropriate district superintendent or authorized official whose name is on file at ADE as authorized. An "authorized official" may be the district or school Career and Technical director or another designee of the superintendent.

Special Populations — Eligible categories of students who may receive services in order to succeed in CTE courses and programs. Services provided must be documented on the student's IVEP. A student may only be reported in one special population category. Report using the **primary/most significant category applicable** to the student from this list of eligible groups: If the student qualifies in two or more categories, select the one that most predominately identifies the student's needs relative to succeeding in the CTE course.

Handicap/Disabled — Student with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) as follows: a physical or mental impairment that substantially limits one or more of the major life activities of that individual; a record of such an impairment; or being regarded as having such an impairment; and **who requires assistance to succeed in their CTE program.** Includes those students evaluated under IDEA and determined to be in need of special education and related services and any individual considered disabled under Section 504 of the Rehabilitation Act of 1973.

LEP — Student with Limited English Proficiency **who requires assistance to succeed in their CTE program**: a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, writing, or understanding the English language and-

- Whose native language is not English
- Who lives in a family or community environment in which a language other than English is the dominant language

Economically Disadvantaged — Family or individual, including foster children, which the Local Educational Agency identifies as low income (on the basis of uniform methods described in the State plan) **and who requires financial assistance to succeed in Career and Technical Education**. Examples of eligibility definitions include:

- Annual income at or below the official poverty line
- Eligibility for free school lunch
- Eligibility for Aid to Families with Dependent Children or other public assistance programs
- Eligibility for participation in programs assisted under Title I of the WIA

Academically Disadvantaged — Student at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale, or who fails to attain minimum academic competencies and **who requires assistance to succeed in their CTE program**.

Single Parent — Any individual **who requires assistance to succeed in their CTE program** and who:

- as custody and
- Responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence

Note: For eligibility purposes, a person who provides child support but no custodial care is not considered a single parent. Single pregnant women are eligible for services.

Nontraditional – a student enrolled in a Career and Technical Education program that has been identified as a nontraditional program for his or her gender.

State-Designated Program Competencies — The Level I, II and III competencies published in CTE curriculum frameworks available from the CTE Unit of the ADE. The Career Preparation Level III program competencies for each CTE program are used to document and calculate student Career and Technical proficiency for Performance Measure 1.3 Technical Attainment.

Sufficient Size and Scope - The 1998 Perkins III Section 135(b)(7) states that a program be “of sufficient size, scope and quality to be effective.” Published state guidelines defining “sufficient size and scope” for Arizona apply to each school site and are as follows:

Scope: Programs must have a coherent sequence of instruction covering all program competencies. (Criteria 5 and 6, State Board)

Size: Sufficient size is measured using the average annual enrollment of all courses using the same six-digit program CIP number (see Appendix for approved list FY05) on the 40th and 100th day course enrollment report (VOCI 21).

A tiered system is used to reflect high school site enrollment based on unduplicated October enrollment:

Small schools with an unduplicated October enrollment of less than 300 need an average annual program enrollment of 5 students per semester.

- High school sites with an unduplicated October enrollment of 300 or more need an average annual program enrollment of 10 students per semester.
- Sites will be allowed to average all courses with the same six-digit program number.

The average yearly course enrollment of a program is defined as the average of the 40th-day and 100th-day student counts. Only Level III courses are used. Since some schools have courses of different lengths than the default lengths (225 minutes/week, and 18 weeks per term), it is appropriate to proportionately adjust the calculation of average enrollment. If a course is taught for double the default minutes (or weeks) in a term, the average enrollment calculation should be doubled.



New in 2006: DCE and COOP course's student counts now include only those students who have completed another Career Preparation Level III course in the same program. These counts now will be included in the calculation of adjusted average enrollment. Actual reported classroom instruction time will be used in the calculation, up to the maximum default course lengths.

Existing and new programs below these average enrollments are of insufficient size and are unapproved programs, unless and Exemption Request is submitted and approved. Federal and state CTE funds are not generated for an unapproved program; only local funds can be spent on an unapproved CTE program.

Sunset Program – “Sunset” and Non Active” are synonymous terms for a program ineligible to participate in state and federal funding. A CTE program at a participating LEA may be sunset by ADE for many different reasons. The Program Profile Table identifies Non Active programs with Sunset Dates that formerly participated in CTE accountability reporting, showing a historical record of school CTE programs. (see table on next page).

Sunset Date	Explanation
4/1	District reported the program as replaced on a Notification of Intent (NOI) form filed on the date listed. The year submitted will always be included in the Sunset Date as 00, 01, 02, 03 etc.
4/16	District reported the program sunset on the Basic Grant state-directed objectives. The year submitted will always be included in the Sunset Date as 00, 01, 02, 03 etc.
6/30 or 7/1	<i>Any</i> Non April dates refer to ADE sunset decisions. The year submitted will always be included in the Sunset Date as 00, 01, 02, 03 etc.

Tech Prep — An education program of study that combines at least two (2) years of a secondary Approved Career Technical Education Program, two years of post secondary career education, and contextual academic education at each level in a non-duplicative sequential course of study. An approved Tech Prep program of study will include documentation of articulation between secondary and post secondary education agencies supervised by the Director of the approved local Consortium. The Tech Prep field is set to the previous year's value by CTE.

Total Grade Enrollment — The total number of students enrolled for the Course Code listed.

Unduplicated Count/Enrollment — A student is counted only once, even if that student is enrolled in more than one program. Unduplicated student count is used on the Program Enrollment and Concentrator Reports.

Unduplicated Program Reporting — A student is counted only once even though he/she may meet more than one criterion. Unduplicated reporting is required on the year-end Program Enrollment Report, the federal Concentrator Reports, and federal Placement Reports. It is now possible to enter duplicate Concentrator or Placement records as state records. Suggested guidelines for determining when to report a student who is enrolled in more than one program as a federal unduplicated record include:

- Reporting the student when they represent the minority gender in a nontraditional program or
- Reporting the student based upon a declared career goal or
- Reporting a student based upon the most credits achieved in a CTE program or
- Reporting a student based upon their latest CTE program credits achieved